

Teacher Quality & Poverty

Anti-Poverty Forum: Why Poverty Affects Us All

First: The Conclusion

- *“What we have is a system of distributing teacher quality that produces exactly the opposite of what fairness would dictate and what we need to close achievement gaps. This system, quite simply, enlarges achievement gaps.”*

- *The Education Trust, June 2006*

About Teacher Quality

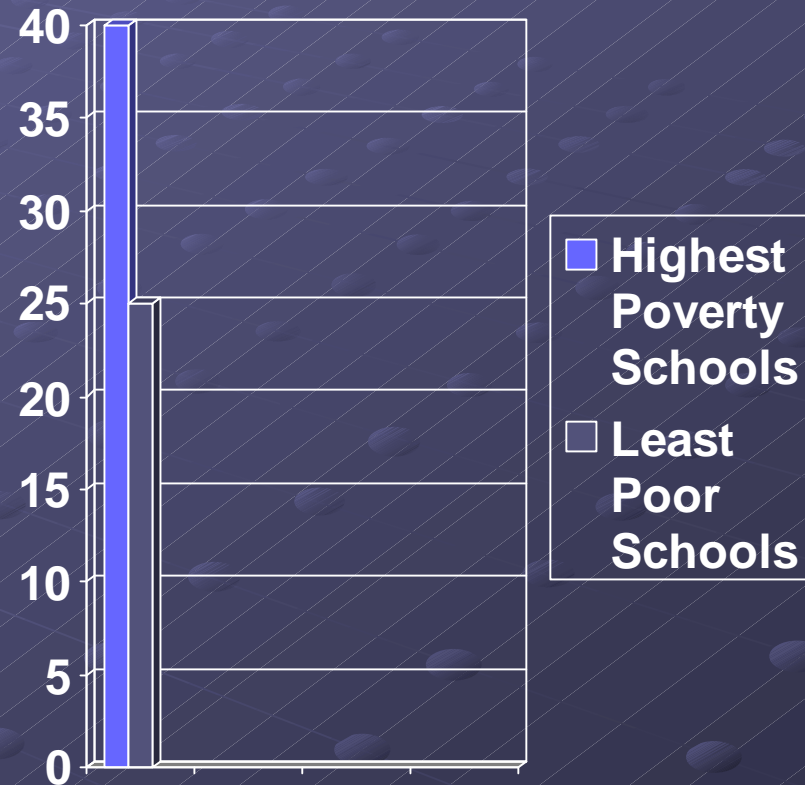
- Years of Experience & Skill
- Out-of-Field Teaching
- Uncertified Teachers
- Levels of Education

Profile of the Typical Teacher

- *She is white and from a suburban or rural hometown; monolingual in English; she selected her college for its proximity to home, its affordability & accessibility; she has traveled little beyond her college's 100 mile radius; she prefers to teach in a community like the one she grew up in; she hopes to teach middle-income, average children in traditional classroom settings—* Gomez, 1996

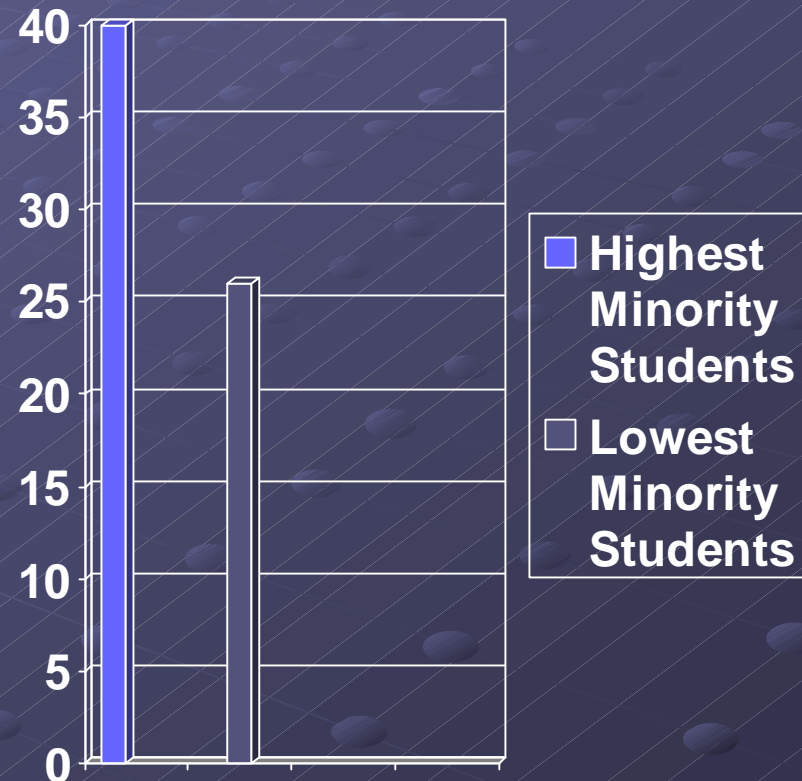
Teacher Experience & Poverty In Milwaukee

- More novice teachers in Low-Performing Milwaukee Schools
 - % teachers with five years or fewer in experience



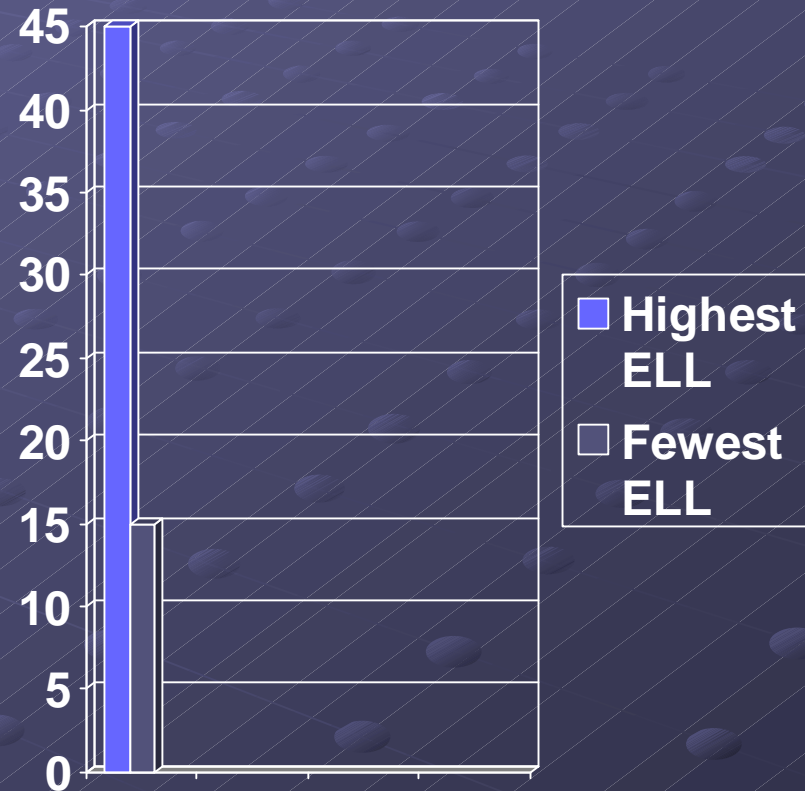
Teacher Experience & Minority Student Body in Milwaukee

- In schools with the most minority students, teachers have less teaching experience



Teacher Experience & ELL in Milwaukee

- Schools serving the most English-Language Learners had more inexperienced teachers



Foregrounding Race & Poverty



Recommendations

- Diversify the teaching force
- Overhaul hiring practices
- Assign experienced, well trained teachers in high-needs schools
- Train teachers in culturally relevant pedagogy
- Revamp teacher preparation